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The Hudson, Its Legends and Its Lore*

MARJORIE F. POTTER

*Head of the Children's Department, Public Library
Albany, New York*

IT HAS been said that the soil of American folklore is thin, but it is conceded that in *RIP VAN WINKLE* and the *LEGEND OF SLEEPY HOLLOW* we have two stories of merit that can be called true American legends. Washington Irving did more than any other to make the river on which he lived and with which he is so closely identified the "storied Hudson." Yet in the fever of our living, when the Hudson seems to be becoming an almost continuous city from its mouth to the foot hills of the Adirondacks, we are in danger of losing the precious inheritance he left and, except for a forced and cursory acquaintance with Irving in school, know little of that most pleasing gentleman or the touch of mythology he has given to a past that is being buried under masses of stone and iron. So it would seem that in their work with children, schools, local libraries, and story-tellers might make more use of the legendary material associated with the Hudson, and to that end some hint of subject matter and of source may not be amiss.

It is strange that our two widest known legends, as well as many not as familiar,

are Dutch in origin or flavor. We do not ordinarily think of the Dutch as an imaginative people. But they and their children have "endowed the Hudson with more glamour, more of the supernatural and of elfin lore than haunt any other waterway in America." There was in the new land to which the Dutch came, enough to stir even the most phlegmatic. Coming from a small level country open as far as eye could see, they were suddenly transplanted to a region shut in between overhanging cliffs where thick forests hid the view and savages lurked in the underbrush. A sense of wonder and mystery came from a change so complete, and so it was that they peopled the *hinterland* with shapes of elf and goblin. Fathers on the stoops during the long summer evenings, or on the settees in front of the wide throated fireplaces in winter, told their children of ghosts walking on the cliffs of the highlands, of spectre ships seen on the river and of a goblin crew that played at ninepins in the mountains and made the thunder that came from Dunderberg Mountain. These tales were drawn from the folklore of three races, the

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Dutch, the Indians and the Africans, interwoven from local legend and tradition. The more terrifying the stories were, the better the Dutch urchin liked them and it is doubtful that he ever suffered ill dreams from them at night.

Although Diedrich Knickerbocker has never been seen since he climbed into the Albany stage leaving his bill at the tavern unpaid, he has left for all time his name and the tradition of his quaint personality to New York as a bit of fable that is symbolic of the past. Irving got the name Knickerbocker from an old Dutch burgher family in early New York. It came, like many of the Dutch names, from the name of a trade; Dirck de Bakker meant Theodore the baker; Knickerbocker is literally a potter or a baker of clay marbles. Children ought not to miss KNICKERBOCKER'S HISTORY OF NEW YORK. With some introduction explaining Irving's humorous intent in writing it, parts read aloud would lighten the dullest history hour. The edition particularly recommended is that edited by Anne Carroll Moore and illustrated with the "pictorial pleasantries" of James Daugherty. These last have a gusty humor quite in keeping with the text. There has been no rewriting in this edition, merely a wise omission of the long soliloquies and digressions that were the fashion in Irving's day.

Some of the prosiness of everyday things may now and again be lifted by reference to the derivations of names that may be chanced upon here and there by a watchful reader. There is a kind of charm in knowing that Hendrick Hudson in the narrative of his voyage up what we now know as the Hudson River called it the "Great River of the Mountains." This was translated by his employers as *Groote Riviere*. The Indian name was *Ca-ho-ta-te-da*, "River from Beyond the Peaks." The Dutch often called it "North River" to distinguish it from the Delaware or "South River." The adoption of the name "Hudson River" by the company that built

the railroad along the east shore fastened the old navigator's name in popular speech.

Manhattan Island was named after an Indian tribe that lived there. This last is on authority of Daniel Denton, a minister who in 1670 wrote *A BRIEF DESCRIPTION OF NEW YORK WITH PLACES THEREUNTO ADJOINING*. Diedrick Knickerbocker says the name originated in a custom among the squaws of wearing their husbands' hats and "hence arose the appellation of Manhat-on first given to the Indians and afterward to the island."

Norumbega was a mythical city known to early navigators of the Atlantic. John Fiske in the *DUTCH AND QUAKER COLONIES OF AMERICA* claims that the Hudson was the Norumbega and Manhattan Island the site of the city which was located on the spot where the Tombs is now. The name is a corruption of *Anormee Berge* which Fiske says means "Grand Scarp" and adds, "What better epithet than Grand Scarp could be applied to these majestic cliffs."

Beyond the Palisades outside of New York is Tappan Sea named after a tribe of Indians and called sea because here the river is so wide. This is a famous cruising place for ghosts and goblins and all the region is rich with legends. There is, for instance, the unresting seamen whose story Irving tells. "Often in the still twilight of a summer evening, when the sea would be as glass, and the opposite hills would throw their purple shadows half across it, a low sound would be heard as of the steady, vigorous pull of oars, though not a boat was to be descried. Some might have supposed that a boat was rowed along unseen under the deep shadows of the opposite shores; but the ancient traditionalists of the neighborhood knew better. Some said it was one of the whaleboats of the old Water Guard, sunk by the British ships during the war, but now permitted to haunt its old cruising-grounds; but the prevalent opinion connected it with the awful fate of Rambout Van Dam of grace-

less memory. He was a roistering Dutchman of Spiting Devil, who in times long past had navigated his boat alone one Saturday the whole length of the Tappan Sea, to attend a quilting frolic at Kakiat, on the western shore. Here he had danced and drunk until midnight, when he entered his boat to return home. He was warned that he was on the verge of Sunday morning; but he pulled off nevertheless, swearing he would not land until he reached Spiting Devil, if it took him a month of Sundays. He was never seen afterwards; but may be heard plying his oars, as above mentioned—being the Flying Dutchman of the Tappan Sea, doomed to ply between Kakiat and Spiting Devil until the day of judgment." Another apparition seen by people out on Tappan Sea at night is the Strom-ship, and the story, too long to give here, is in Irving's DOLPH HEYLIGER.

Not far above Poughkeepsie the Catskills begin to come into view from the river. Among these mountains, according to Indian belief, lived an old squaw spirit who regulated the weather for the valley. Old moons she cut into stars as soon as she had hung new ones in the sky, and she was often seen perched on Round Top and North Mountain spinning clouds and flinging them to the winds. On his first sight of these mountains Irving wrote years after: "Of all the scenery of the Hudson the Kaatskill Mountains had the most witching effect on my boyish imagination. Never shall I forget the effect on me of my first view of them predominating over a wide extent of country, part wild, woody and rugged; part softened away into all the graces of cultivation. As we slowly floated along, I lay on the deck and watched them through a long summer's day, undergoing a thousand mutations under the magical effects of the atmosphere; sometimes seeming to approach, at other times to recede; now almost melting into hazy distance, now burnished by the setting sun, until in the evening they printed themselves against the glowing sky in the deep purple

of an Italian landscape." This was truly as much a voyage of discovery as was Hendrick Hudson's in 1609, for the magical effect of the river stayed with Irving all his life and left to us, if nothing else, the inimitable Rip Van Winkle and Ichabod Crane.

There are a number of separate editions of RIP VAN WINKLE and the LEGEND OF SLEEPY HOLLOW made especially attractive for children. An outstanding one is RIP VAN WINKLE illustrated by N. C. Wyeth. These illustrations are some of Wyeth's very best work. They radiate color, mountain sunshine and the magic of valleys and hills. There is an edition of THE LEGEND OF SLEEPY HOLLOW distinguished by the illustrations of Arthur Rackham. The eight colored plates and many in black and white have much that is eerie and grotesquely fanciful.

Both stories may be found in one volume. One such edition is attractively illustrated by Eric Pape.

RIP VAN WINKLE in a form suitable for dramatization by a seventh grade, is to be found in Lütkenhaus and Knox, STORY AND PLAY READERS, v. 3.

A standard source for legends of the Hudson as well as other American legends is C. M. Skinner's MYTHS AND LEGENDS OF OUR OWN LAND and his companion work AMERICAN MYTHS AND LEGENDS. In the first, under sections headed "The Hudson and its Hills" and another, "The Isle of Manhattoes and Nearby," are collected in brief form and with an assertion to some measure of completeness the legends associated with the state. These are told briefly and directly with little attempt at literary embellishment. Here you may find why Dunderberg Mountain, Anthony's Nose and Spuyten Duyvil Creek are so named, how Catskill Creek was born of a witch's revenge, and tales of ghosts and haunted mills, Indian stories of love and revenge. None of these are in a form for storytelling unless possibly, "A Gift from St.

(Continued on page 42)

Social Individualization for a Seventh Grade

MRS. ELSIE M. HARPER and MRS. GEORGIA HALLMAN

*Instructors in English, Lincoln School
Ferndale, Michigan*

(Continued from the September Review)

EDITOR'S NOTE: In the Review for September, 1929, appeared an explanation of the construction of an individualized course of study on a social basis for a seventh grade. The particular needs of the children of this seventh grade were taken into account in constructing the course of study. Wide variations were found among the pupils in physical development, in emotional reaction, in health, and in chronological age. The social background of all the children was much the same; the pupils were the sons and daughters of a good class of factory workers living in a residential suburb.

The plan was to develop assignments on three levels, *A*, *B*, and *C*. All pupils were required to complete the *C* assignment. *B* work was directed creative work, and *A*, purely creative. No slipshod work was tolerated at any level, and the person doing excellent *C* work might receive a grade higher than *C*.

Individualized work was intended to promote social consciousness, and socialization, to furnish incentive to higher individual achievement. Group reports, work by pupil committees, debates, dramatization, the editing of a newspaper, the maintenance of a bulletin board were among the group activities designed to counteract the ill effects of extreme individualization, and to furnish invaluable training in group work.

The general outline of work to be covered consisted of two parts: grammar (and composition) and literature. Under the first were included a general review, spelling, the mechanics of composition, oral and written composition. Literature was to be the means of finding enjoyment, providing

a sense of responsibility for the safety of the community, understanding the meaning of America to the new citizen, and making the best of one's self.

Lesson sheets were to be mimeographed. The texts used were Moffett's *JUNIOR HIGHWAY TO ENGLISH*, and Lyman and Hill's *LITERATURE AND LIVING*, Book One.

In this number of *The Review* appear the initial inventory test given the seventh grade pupils, an outline of the methods used in the course, and sample lesson sheets showing one unit of work. In this unit are included lessons on oral and written composition, literary appreciation, and a special aspect of composition, letter writing. A final test on the unit is also given.

SEPTEMBER INVENTORY TEST

Directions:

Summer vacation is over. It might be a good time for us to take an inventory of our stock, just as merchants do with their wares. You will be interested in finding out how much you remember of last semester's work. In your work this year you will need to use some of the things you have learned before. Here is a test to help you find out just what you remember.

Important Items. (Page references are to the grammar, Moffett's *JUNIOR HIGHWAY TO ENGLISH*)

- I. List of all the *nouns* in first five sentences on p. 35 of your grammars. (Number the sentences.)
- II. List of all the *verbs* in ten sentences at bottom of p. 27.
- III. List of all *pronouns* in sentences ten to twenty, p. 35.
- IV. List of all *prepositional phrases* in first ten sentences at bottom of p. 64.
- V. Write the *heading and salutation* of a business letter.

VI. Write the *heading and salutation* of a friendly letter.

VII. Divide the paragraph on p. 48 into *sentences*. (List the *last word* of each sentence *only*.)

When you have finished up to this point, raise your hand and your instructor will dictate some spelling.

KEY FOR SEPTEMBER INVENTORY TEST

Name..... Score.....
Scored by

I.

1. dish, bananas, table
2. noise, spring, mouse, trap
3. minutes, gloves, pocket
4. glare, roof, corner
5. trip, canal, days

II.

1. went
2. will make
3. had taken
4. have learned
5. might be
6. seemed
7. may come
8. has had
9. was
10. is

III.

10. none
11. none
12. none
13. he
14. none
15. none
16. none
17. their
18. none
19. we
20. his

IV.

1. into trolley
2. in shade
3. on bridge
4. from me
5. through gate
6. during prayer
7. to top
8. down bannisters
9. up rope
10. by work

V. Model for business letter:

136 West Monroe Avenue
Glenwood, Wisconsin
August 30, 1928

Mr. Frederick Eliot
Blue Springs, Colorado

Dear Sir:

VI. Model for friendly letter:

618 West Fourth Street
Muscatine, Iowa
November 29, 1927

Dear Mary:

VII.

1. begin
2. packed
3. row
4. these
5. taken
6. coming
7. cotton
8. factory
9. here
10. picture
11. danger
12. spellbound
13. play

VIII.

1. too many
2. she is all right
3. in separate rooms
4. study grammar
5. meant to do it
6. many people
7. across the lake
8. before night
9. will lose the money
10. sang altogether

After you have finished you will be given a chance to score someone else's paper according to answers which will be read aloud. When the scoring is finished take the paper to its owner. Explain his mistakes to him and let him explain your mistakes to you. After you have finished talking, look your paper over and decide which question caused you the most trouble. You may want to work on this topic in group work for tomorrow. If you feel that any important topics may have been omitted, you may list them on the back of this paper. These will be voted upon by the class and your name and contribution entered on a separate sheet, which this class and others may use.

OUTLINE OF 7A ENGLISH COURSE

1. *Method of conducting the course.*

A. Students will write assignments in the lesson sheets at their convenience and hand in their papers.

B. Lessons will be due at certain dates. Papers not in by that date cannot be made up, because at that time check sheets will be issued and papers corrected and discussed. However, these lessons must be completed, even if no credit is given, for they contain material you will need later.

C. The instructor will discuss in class, and with individuals, points not understood in each lesson.

D. At the close of each unit there will be a general discussion of problems raised by the class and by the instructor.

E. There will be a final examination on each unit.

2. *Levels of work.*

There will be three levels of work corresponding to the three marks, *A*, *B*, and *C*. On each unit each student is asked to choose the level of work he wishes to do.

C assignment work does not mean you will receive a *C* on your report card. No slipshod work is to be done. All *C* assignments must be completed.

B work is indicated on each lesson sheet. Three *B* assignments must be done during each marking period. You may choose which three you prefer to do. All those choosing *B* work must complete all of the *C* assignment plus the *B* assignment.

A work consists of working out problems which you find for yourself. After you have selected an *A* assignment always consult the instructor before you begin work on it.

3. *Marks.*

Each marking period your grade will be determined by two things: the level of work you choose and the way in which you carry the work out. Your instructor will explain this further.

4. *Records.*

You will be given a record card for each unit. When you hand a lesson in, mark the date on your record card. This will avoid the errors that sometimes occur. You will be instructed as to the further use of your record.

5. *Assistance.*

It is urged that you talk over problems

with your classmates. You will be given a chance to discuss matters often and to work in groups and committees. However, all work handed in as *your* work must be *yours*. Don't cheat yourself; you can't cheat anyone else.

SAMPLE LESSON SHEETS

UNIT 1: MAKING A GOOD START

LESSON 1. GETTING ACQUAINTED

Explanation:

In the stories and letters you have heard the instructor read, you have become acquainted with some new people. When you meet people for the first time certain questions occur to you. Some of the following have suggested themselves to others.

1. What is your full name?
2. Where were you born?
3. Have you had any memorable experiences?
 - a. Were you ever in a fire?
 - b. Have you been in an accident? Were you hurt?
4. Have you traveled?
 - a. Where have you been in your own state? In other states?
 - b. Have you lived or traveled in a foreign country?
5. What kinds of sports do you like?
 - a. Have you learned to swim? How did you learn?
 - b. What was the most exciting game you have seen?
6. Do you like to read?
 - a. What kind of books do you like?
 - b. Do you like plays and moving pictures?
7. What is your father's occupation?
8. What do you intend to be?
9. What are your hobbies?
 - a. Do you collect stamps?
 - b. Do you play marbles?
 - c. Have you a printing outfit?
 - d. Do you have a radio?

C. Assignment:

1. Be ready to tell the class on Tuesday about yourself. You may use the above suggestions if you find them helpful. Feel free to add to or substitute any of your own.
2. Using pencil and clean paper write what you have told the class. Try to avoid mistakes you made in last week's work.
3. Copy your essay neatly in ink. This is due Friday. Be sure to mark your record card.

B Assignment:

1. Write a 150 word account of someone you have met lately in person or in reading.
2. List the hobbies you noticed in hearing your classmates' reports.

A Assignment:

If you are working on an A level, be sure to make your project fit in with our discussion.

RECITATION SHEET FOR UNIT I, LESSON 1: GETTING ACQUAINTED

Name..... Score....

Instructions:

Review the work you have done this week carefully. In the parenthesis at the right of each question below fill in the word which best answers the question.

(Note: To save time use the letter before each word.)

When you have answered every question, the instructor will have you exchange papers and she will read the answers on the key.

Questions:

1. As you think of this week's work as a whole, what would you consider the best title for it? ()
A. Student reports. B. My hobby. C. Getting acquainted.
2. To what degree do you feel that you have done a good job on this lesson? ()
A. Didn't try hard enough. B. Did the best you could. C. Did enough to get by.
3. To what degree did you find the suggested outline helpful? ()
A. Didn't help at all. B. Felt that you didn't want to use it. C. Found it quite helpful. D. Helped just a little.
4. In oral work which is the right way to speak? ()
A. Very loudly. B. In a low tone. C. Clearly enough for all to hear. D. Looking away while you talk.
5. How should you let your audience know when you come to the end of a sentence? ()
A. Stop abruptly. B. Talk faster. C. Run sentences together. D. Pause slightly.
6. What can you do to interest your audience? ()

A. Begin your talk just as the others do. B. Have an interesting opening sentence. C. Hesitate before starting.

7. How can you *keep* your audience interested throughout your talk? ()
A. Wiggle. B. Repeat. C. Stick to the point. D. Bring in a lot of details.
8. What is placed on the first line of a written composition? ()
A. Your name. B. The date. C. The title. D. English.
9. Where do you put the endorsement? ()
A. On the first page. B. On the left hand side of the fold. C. On the right hand side of the fold.
10. Where do you leave a margin? ()
A. On the right hand side. B. At the bottom. C. On the left hand side.
11. How should words be divided? ()
A. Anywhere. B. Write as much as you can on the line. C. At the syllables.
12. What should a paragraph express? ()
A. Two ideas. B. A sentence. C. One thought. D. Several sentences.

UNIT I. MAKING A GOOD START
LESSON 2: JOY IN THE OUT-OF-DOORS
(Page references are to Lyman and Hill, LITERATURE AND LIVING, Grade Seven)

Explanation:

"Who owns the forests?" John asked one day, when he and his father were on a camping trip in the big woods. His father began to name some great lumbermen.

"Well," said John, "I don't see that it makes any difference after all. Everyone can enjoy them."

And John was right. The beauties of nature, mountains and valleys, forests, rivers, lakes, parks, and pleasure grounds, the songs of birds, and the happiness of springtime belong to any one who enjoys them. Possession of beautiful things does not depend upon ownership but upon ability to appreciate and to enjoy them.

This lesson will give you some selections to enjoy with your classmates.

C. Assignment:

1. Read "Listening to the Songs of Birds" according to the study directions found on p. 252.
2. Read "The Birds of Sagamore Hill."

Write out your answers to questions 1 and 5 on p. 255.

3. After reading "Great Possessions" write the answers to questions 2, 3 and 4 on p. 289.

B Assignment:

1. Write out your idea as to which was right, David or Horace, in "Great Possessions."
2. Activity 2 or 5 on p. 255.
3. Problem 4, page 252.

A Assignment:

Suggestion: You will find a great deal of help in the supplementary material at the end of each lesson.

RECITATION SHEET FOR UNIT I, LESSON 2: JOY IN THE OUT-OF-DOORS

Directions:

Fill in the blanks with the proper words.

Statements and questions:

1. The author of "Listening to the Songs of Birds" refers quite often to President
2. They spent a together in the country.
3. There is evidence in the selection that the holiday was with care.
4. Both men thought the song the best.
5. Both men had a wonderful knowledge of
6. The is the only bird that North America and England have in common.
7. Roosevelt's home was called
8. This selection mentioned the fact that "the birds were still in song."
9. Roosevelt observed kinds of birds around his home.
10. Roosevelt thought the had the sweetest song.
11. The wakened him early in the morning by drumming on the roof.
12. Field sparrows live in
13. The two neighbors in "Great Possessions" were and
14. could not get money by selling all his possessions.
15. David always got many from his fields.
16. Horace received for his crop off the hay field.

17. "Well, I vum" was a favorite expression of
18. Sunsets are some of the we can all own.
19. "Poems are made by fools like me, but only God can make a tree," was written by
20. The crowning gift that God gave to men through birds is their

UNIT I: MAKING A GOOD START
LESSON 3: LETTER WRITING

Explanation:

Do you often write letters? Harold has not been in this class every day. It would take a great deal of our time to explain to him what he has missed. Would you like to write him a letter telling him of the work we have covered, so that he will not have difficulty with his new lessons?

C Assignment:

1. Write this letter to Harold using Lessons 36 and 37 in your JUNIOR HIGHWAY TO ENGLISH as a guide.
2. Read carefully the directions given in Lesson 34. List all the verbs in the first ten sentences. Do the same in the first ten sentences on p. 108.
3. Study the directions carefully for "Spelling 10," page 83. Try to help yourself all you can, and later we shall give you a chance to check each other's work. Also, list the last word in each sentence in the exercise on page 87.

B Assignment:

1. Ask your instructor for a record sheet to copy for yourself and others.
2. Make a list of all the occasions when you would need to write a friendly letter.
3. Be ready to make a class report about interesting things you have noted in the clippings and pictures on the bulletin board this week.

A Assignment:

If you wish to work on an A level, consult your teacher. She will give you a list of letters written by famous people, and tell you where you may find them. Read these letters, and be prepared to tell what qualities make them enjoyable to the reader.

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Newspaper Reading Habits

FAY CUZNER

Lincoln School, Hibbing, Minnesota

IT IS not always easy to decide just what influences should be enanced in order to develop better reading habits among boys and girls. Many school libraries do not furnish daily newspapers for the use of their patrons. Yet some English and reading teachers lay great stress on the importance of acquiring the habit of newspaper reading. In at least one school of Minneapolis, during 1927-1928, all pupils were expected to read a newspaper every day. In order that librarians and educators may proceed with greater confidence, several investigations of the reading habits of boys and girls have been made. A few deal with newspaper reading. Gray and Munroe in their recent volume, *THE READING INTERESTS AND HABITS OF ADULTS*, include a summary of such work as has been done in the juvenile field. Having surveyed the findings of Rasche in Chicago and Nelson in Iowa City they come to the following conclusion (p. 114): "It is apparent that both elementary and secondary schools face a serious problem in stimulating and directing valuable habits of newspaper reading among pupils." There is probably a question as to which habits are valuable. As to whether the accessibility of newspapers in the school library helps in developing these "valuable habits" is still another question.

Three circumstances combined to stimulate an experimental project in the observation of newspaper reading at the Lincoln School Library of North Hibbing, Minn. First, the librarian studied "The Newspaper as a Social Institution" under Professor Wily of Minnesota. Second, she ran across an article in *THE LEAGUE SCRIP*, published

by the Minneapolis Teachers' League, which seemed to boast that English teachers in a certain school aimed to have every pupil read the newspaper every day. Third, she had casually observed voluntary newspaper reading among upper grade pupils for several years.

The project in observing newspaper reading among upper grade pupils, the results of which are summarized in the accompanying table, lays no claim to scientific accuracy. Nevertheless, it reveals the use to which newspapers are put in one school library, and probably indicates the general trend of the young adolescent's newspaper reading.

From March 4th to April 13th, 1929, each pupil reading newspapers in the Lincoln School Library of North Hibbing, Minn., was asked to indicate on a blank form which papers he read during that period, how much time he spent on each, and what type of material was read in each paper. The blanks were ruled in table form. The names of the newspapers were listed on the left, and the following column headings used across the top: time spent, sport news, comic features, front page, local news, editorials, advertisements, other items. The readers indicated the type of material read in a certain paper by a check in the proper space. There were five newspapers available at any one time. *THE DULUTH NEWS TRIBUNE*, *THE MINNEAPOLIS DAILY JOURNAL*, *THE MINNEAPOLIS SUNDAY JOURNAL*, *THE CHRISTIAN SCIENCE MONITOR*, and the *HIBBING DAILY TRIBUNE*. On the blanks the two Minneapolis papers were listed as one paper—the *MINNEAPOLIS JOURNAL*.

The colored "funny paper" section, by the way, was never put on the racks. From the 463 slips filed, day by day charts for each newspaper were made and the whole summarized.

In so far as time permitted, pupils were checked on the records they left. Without doubt some escaped without leaving any record and others left inaccurate records. There was a tendency to give time in approximate figures, as 5, 10 or 20 minutes. Accuracy improved with supervision as the month wore on. There was probably some variation in the understanding of terms. As opportunity arose the librarian explained to a few individuals that Iron Range news would be considered local in Hibbing, but some readers of Minneapolis papers may have called items about Minneapolis local news. "Comic features" are generally understood by the children to be picture strips. The anecdotes, which many read daily, are included with "other items." Rotogravure material and the colored picture history of the world running in the MINNEAPOLIS JOURNAL'S Sunday magazine section also fell under the "other item" class. It became very evident to the librarian that illustrated material of whatever nature, whether crime news or world

history, was much more likely to be read than that not illustrated.

The Lincoln School of North Hibbing serves about 900 pupils. It runs from 8 A. M. until 4:20 P. M., with one-half hour from 12:20 to 12:50 when there are no classes. More than 700 of the pupils are transported from mining locations. The library is open from 8:30 until 12:00 and from 12:30 until 4:15. Seventh and eighth graders do all their newspaper reading between 12:30 and 12:50. During that 20 minutes three or four boys often huddle over one back page. When they have finished DULUTH NEWS TRIBUNE comic strips they pass to MINNEAPOLIS JOURNAL comics. Hence on the 463 record sheets filed, there are 530 reports of comics read.

Apparently the following conclusions may be safely drawn from the records of Hibbing's project in the observation of newspaper reading among pupils in the upper elementary grades.

1. Among young adolescents comic features have more readers than any other part of the newspaper. They have almost twice as many readers as the front page.

2. More DULUTH NEWS TRIBUNE and MINNEAPOLIS JOURNAL readers read the sport page than read the front page.

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NEWSPAPER READING IN LINCOLN SCHOOL, HIBBING, MINN.

Name of Paper	Total Number of Readers	Average time spent in minutes per paper	Sports		Comics		Front Page		Local News		Editorials		Advertisements		Other Items	
			Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading	Total No. Reading	Per cent Reading
Duluth News Tribune	220	8.1	137	62.0	212	96.0	123	55.9	34	15.0	12	5.4	12	5.4	57	25.9
Mpls. Journal	320	7.9	172	53.0	259	80.9	118	36.8	24	7.5	11	3.4	11	3.4	93	29.0
Hibbing Daily Tribune	69*	8.3	42	60.8	58	84.0	46	66.6	28	40.5	11	15.9	20	29	21	30.4
Christian Science Monitor	18	4.1	9	50.0	0	0.0	13	72.0	0	0.0	2	11.1	1	5.5	3	16.6

(*17 days only)

Retrospect and Prospect*

REWEY BELLE INGLIS

University of Minnesota, Minneapolis

A PRONOUNCED fashion in educational papers nowadays seems to be to point out all the weaknesses and failings of whatever element of the educational world is under discussion. So common is this habit that after a few hours' reading of articles on education, one is often depressed at the "dusty answer" which our youth must be getting to the questions of life from the mechanized or uncharted or impractical or stereotyped or over-emotionalized or deadening conditions under which they are apparently being taught. Many of these articles resemble the testimonials in the patent medicine advertisement. The horrible symptoms are followed by details of the use of Dr. Blank's project, or Dr. Star's reading method, or Dr. Asterisk's objective measurement of improvement, which results in complete cure; but often, especially if the writer is a research man, not even that consoling conclusion is offered. We are left without solace to worry over our ill-health.

Now the National Council of Teachers of English has chosen the Thanksgiving holiday for its annual convention. Is Thanksgiving a time to meditate upon our ill-health alone? Our conferences and section meetings will give us opportunity to exchange notes on our symptoms and cures with the avidity of sanatorium inmates. Should we not set aside a few moments of this general session of our organization to consider in a true spirit of thanksgiving those evidences of growing health and vigor whereof we may be proud? Yet, we must not over-indulge in self-gratulation lest too

speedy retribution of indigestion follow.

It was almost exactly three hundred years ago that Anne Bradstreet came to America—a pioneer woman to a pioneer land. She endured the hardships and privations of the rough frontier country. She found time in the demands of caring for eight children to write poetry, daring to cross the firmly grounded prejudice against "female wits."

"If what I do prove well, it won't advance, They'll say it's stolen, or else it was by chance."

Anne found no inspiration for her poetic flow in the harsh wilderness about her, but fled in her imagination to the smooth hedgerows and close-cropt lawns of England. Yet her voice was mighty in significance. Poetry from a land which through centuries of existence had known only great silence! Three hundred years are but as a day in the world's total life. The dawning and the morning of that day have brought rich gifts to us who are living in its high noon.

It was almost exactly two hundred years after Anne Bradstreet's arrival that her great-grandson, several generations removed, Oliver Wendell Holmes, graduated from Harvard with the famous class of 1829. It was just a few years past the two-hundredth anniversary of the publication of Anne's poems to the astonishment of London that her famous descendant was describing the Brahmin caste of New England in the *Atlantic Monthly*. Two hundred years from silence to sophistication!

But the year 1829, which graduated such

*President's address at National Council of Teachers of English Convention, Kansas City, November 29, 1929.

notable Brahmins, marked also the triumph of Andrew Jackson over the New England Adams. It was temporarily the triumph of crudity over culture, of ruggedness over refinement, of the frontier over the forum. In that year the only two states west of the Mississippi were Louisiana and Missouri. The spot where we are now standing, advertised by our hosts as the geographical center of the nation, was, just one hundred years ago, the finger of these United States of America pointing toward the sunset. I am not familiar with details of the early history of Kansas City, but I would wager that had we met here one hundred years ago, we should have found a meager scattering of general stores, saloons, and frame dwellings of no architectural pretensions. The combined libraries of all the citizens would probably have been put to shame beside the private ownings of many of our high school seniors today, and an English teacher on the street would have been as great a curiosity as an Indian in a blanket to our modern eyes. In the year 1829 our nation was poised half way between the polished and the primitive.

And what has the past century brought us educationally? Apparently what the lungs of the ten-year-old bring to the toy balloon—an inflation at first prodigious, then incredible, and finally terrifying lest it violate some hidden law of strain and burst before our eyes. As we survey the approaching hordes of children and young people attacking our school system from two to twenty-two (yes, the pre-school takes them at two nowadays) we feel like the Northern woman in the Ozarks who witnessed the moving of an ant colony, as described in the last July "Atlantic." Down the mountain side the millions of ants poured like a stream of molasses and the astounded woman saw them, undeflected by her front gate, swarm up and over her house, as Napoleon's troops swarmed up and over the Alps. But the resulting actions of the woman in the Ozarks and of us teachers of English present a strik-

ing contrast. She closed her doors and windows and poured boiling water on the intruders on her front porch. We, on the other hand, throw open our doors and windows and pour out lessons which are supposed to contain invigorating warmth, but which, alas, sometimes chill instead.

But whatever the effect, the children must all take our lessons. Not one little black ant escapes us. The early nineteenth century mother numbered her children by tens; the early twentieth century English teacher numbers hers by hundreds. In both cases the blessing has its doubtful aspects, as we can all testify, but on Thanksgiving Day, and even the day after, can we not rejoice briefly at the blessing of great numbers? Better, perhaps, a staggering load than an empty sack.

Then what of books, the fodder of our English classes? If many of our backwoods communities seem painfully ill-supplied and even some of our most progressive centers are spending more on cosmetics and chewing gum than on books, let us not forget that Time has been and still will be the great giver. The glorious Widener Library in Cambridge traces its genealogy back to the 260 books bestowed by John Harvard in 1638. It was just about two hundred years ago that Yale received its first noteworthy bequest of 1000 volumes, "the finest collections ever gotten together in America," so say the chronicles. Today its match in numbers may be found in many an insignificant school, and accepted as a matter of course. It was also about two hundred years ago that Benjamin Franklin started the first circulating library in Philadelphia, but not until 110 years ago that that city again led the way with the establishment of a free library for apprentices, and well within the past century, 1854, before Boston headed the list of cities establishing free libraries on a large scale. But now even the humblest Main Street without a library proportionate to its size is a by-word and a hissing to its neighbors.

But these movements, with the possible exception of the last, have gone on without much direct intervention on the part of us English teachers. What cause for thankfulness at our own achievements do we have? Are we better than we used to be? Who knows? Sarah Kemble Knight, intrepid traveler and delightful diarist of the early seventeenth century was reputed to be an excellent teacher of composition, yet she had none of Dr. Blank's, Dr. Star's, and Dr. Asterisk's panaceas for poor teaching. Her assets were experience with life, keen observation, and a lively pen of her own. One can scarcely go bankrupt with those. Individuals are hard to gauge. Doubtless the two hundred years since her death have produced many better, many worse than Mrs. Knight. But general results leave a few landmarks. We can laugh heartily at Mark Twain's description of the commencement essay of the mid-century, recognizing its mournful moralizings as being obsolete as the young lady's dress. We are aware of the genuine, natural tone of the modern child's letter as opposed to the copy book phrases found in the family heirlooms. We can gain a certain satisfaction from the vast expenditure of printer's ink upon the journalistic and "creative" efforts of our students, an expenditure which, though contributing little to the sum of human knowledge, at least breeds in the youthful mind a feeling of the worth-whileness of manipulating words.

In grammar we still come to blows among ourselves over how much and how, but at least in class we do not call on each student in turn to recite a given rule unto the twentieth time, nor do we have them parse every sentence in the first book of "Paradise Lost," both of which methods have been fairly common within the experience of living man. We have made sincere attempts to find economical ways of teaching mechanical matters that there may be more time for liberation of the spirit without entirely sacrificing them. We have brought boys and girls into closer contacts

with books and magazines, and have taught with greater intelligence the actual process of reading. Yes, we have made a few strides. Surely we can choose a rich desert to top off our Thanksgiving dinner without suffering from too great complacency.

For even as we swallow the last mouthful the law of compensation begins to operate. After temporary satisfactions come new hungers. With greater strength comes greater responsibility. America has passed through three great periods as far as our immediate problems are concerned: first, the aeons of silence before the coming of the white man; second, the two slow centuries of the gradual transplanting of old-world culture with its modification as it came up against those great silences; third, the accelerated century of expansion with its picturesque contrasts and rapidly shifting vistas. Now we have entered upon a fourth period of professionalization, when our attention can be given to the deepening and broadening of our channels rather than the mere extension of their length across the continent.

Nineteen years ago the National Council came into being and things have been happening ever since with the increasing speed of a geometric progression. What an infinitesimal period is this nineteen years compared with the one hundred, the two hundred, and the aeons behind us. As an organization we are still a minor, under twenty-one, perhaps displaying the vagaries and inconsistencies of the adolescent. We have been accused of not knowing our own objectives. We have indeed seen through a glass darkly. Yet when one of our number a few years ago cleared a space in the glass and showed us the composite of our own mind, we recoiled at the horrid image and violently repudiated our own pronouncement that spelling was our most important objective.

We have wrangled unconscionably over "fluency first" and "accuracy first," even though it seemed evident that Tabitha

Timid needed a dose out of the "fluency first" bottle while Harry Heedless needed one out of the "accuracy first" bottle, and that rather than rap either one on the head with the spoon à la Mrs. Squeers, we might better put both on a good steady milk diet of "purposeful thinking."

We have examined examinations from college entrance to objective tests, with minutest scrutiny and occasional contumely. Our individual views range all the way from the necessity of a brief examination at the beginning of each class period to the total abolishment of any form of examination. Perhaps our only point of real discovery so far are that there is nothing sacrosanct about an examination, and that we know as little about making them as some of our dullards know about answering them. But we are learning.

Then standards of usage come in for their share of dispute. What are fixities and what fluidities in our language? In 1722 Jonathan Swift's letter to the Earl of Oxford proposing the establishment of a language academy contained this sentence: "But what I have most at heart is that some method should be thought on for ascertaining and fixing our language forever after such alterations are made in it as shall be thought requisite." He fears that "about two hundred years hence some painful compiler who will be at the trouble of studying old language" may discover the chief events of the reign of Queen Anne, but that "the particular account of the great things done under your ministry . . . will probably be dropped on account of the antiquated style and manner they are delivered in." The academy was not established and the two hundred years have passed, yet Swift can still be understood even in the nursery, and the worthy dean could peruse the editorials in our dailies with comparative ease, though the sports page might indeed give him pause. But Swift's prophecy might have come true if some had had their way. Close to the expiration of those two hundred years, in

the first part of our present century a group of zealots attempted the opposite of Swift's proposal. Instead of fixing the language as it was, they proposed wrenching it by violence, and the spelling reformers occupied prominent places in our newspapers and periodicals until the World War gave us something more disturbing to think about. Strange the fluctuations and the inertias of a language. Like a glacier it will not be stopped; neither will it be hurried.

Our English Council has of recent years given great consideration to linguistics. Debate has waxed warm and newspaper headlines have distorted intended meanings, but our stand as a group has been neither that of Swift nor the spelling reformers, but instead a wise recognition of conditions that exist, a study of the past as an aid to judgment on the present, and a wholesome readjustment to the shiftings which time inevitably brings.

This year the dominant note in our harmony (let us hope that it proves that rather than a discord) is the extension and enrichment of the pupils' contacts with books. This is not a new note. It has been heard before, but each time it strikes our ear with varying overtones. Books roll in upon us much faster than new language forms, and a reading list shows its wrinkles and gray hairs early. With our new Council list on the way to completion this spring, it is fitting that we give special consideration to the place of books in our English curriculum, to the extension and improvement of our library service, and to our methods of bringing both enjoyment and evaluation into our classrooms without letting them slay each other. The tremendous multiplication of books and magazines during our last century has made our problem of today not so much getting pupils to read (though individual communities and individual pupils still offer that problem) as getting them to read cheerfully and joyfully the meritorious instead of the meretricious books. To do this we must use

the methods of the physicians, who do not shout anathemas at the bad germs like witch doctors, but introduce armies of good germs to devour the bad germs. So must we introduce armies of good books and magazines to devour the bad books and magazines.

The National Council has during the past few years taken important steps in uniting teachers of English, not only in all parts of the country, but all along the educational levels. Originally the organization was largely confined to secondary school interests, and so remained for more than the first decade of its existence. As the initial impetus to the formation of the Council had been reaction against the domination of college entrance requirements over the procedures of the secondary school, it was natural that the college teachers should have been meagerly represented in its number, and that the training of college students should have been granted little consideration in its programs. Gradually, however, the feeling grew that a National Council of Teachers of English could never truly live up to its name until its ties with the Modern Language Association and the immediate interests of college teachers were made stronger. During the previous administration these affiliations were brought to a head in the reports of the college committees on standards of graduate work and on language research. The college edition of the English Journal was launched. Thus a wider field of influence for the Council had been definitely established.

During this past year extension of National Council strength has taken into the elementary field. Realizing that many of the most potent effects upon the English of our school children have been produced before the junior high school age, we have organized a new committee on elementary English which is making its debut at this convention. THE ELEMENTARY ENGLISH REVIEW has been made an official organ of the Council along with the ENGLISH JOUR-

NAL, which represents the secondary schools.

Our next problem is to increase the number of ears which will hearken to those tongues. Unfortunately we are as yet reaching too small a proportion of the persons who are doing the actual teaching of English. The youth and temporary status of the vast majority of teachers in the small communities have much to do with this; and in the larger systems where teachers are more permanent, a single school subscription often serves as a blanket certification of professional interest, even though it may lie unthumbed in the file. One of our big Council needs is a greater advertising of our organization. But our inherent dispositions make this hard. English teachers as a whole are not advertisers, nor go-getters. There is more of the Charles Lamb than the Mary Lyon in our natures. Our training in the humanities makes us either shudder or smile at the blatant half-truths of the born advertiser. But in the interest of our united needs we shall have to swallow our conservatism though it choke us, and outline a consistent and continuous policy of making our name known in order to make our principles operative. I wonder, for instance, how many ordinary everyday persons in the United States have heard of our National Council compared with those who have heard of the American Medical Association. Perhaps that is not a fair comparison, for we are only one branch of the great teaching body. Let us say then, the tuberculosis experts and the nerve specialists. Yet linguistic and reading health, as well as bodily health, ought to be vital to a great nation.

Crystal gazing into the future may be classed as a light occupation, but it has its values. What will determine the slants taken by English teaching in the future? The problem of the relation between teaching and research will be with us, perhaps with increasing acuteness. This is without question the great age of research. It is a

question whether the age is one of great personal teaching, great in the sense of powerful. Of course contemporaries have a way of seeming anemic beside the giants of the past. But our educational institutions have confused issues by trying to make the same person a specialist in both fields. Only a genius can be that. The great microbe hunters have seldom been conspicuous for their "bedside manner," but this personal quality has helped many a child through the whooping cough and measles. On the other hand, say over to yourself the names of the really great teachers of history in your own experience. Did they spend hours humped over correlations? Many of the antagonisms between the two fields could be saved if each were given due place and recognition, and persons fitted by nature and disposition for the one were not forced into the other. Let us hope, then, that the future may find teach-

ers and researchers working independently, yet harmoniously with mutual respect and mutual service—like wholesalers and retailers, say. Perhaps we may even need the traveling salesman to display and interpret the wares of the researcher to the teacher. I look forward to the day when the National Council may realize its dream of a great bureau for research in English, where our microbe hunters may isolate the germ of ignorance; but I hope to see beside it another great bureau where the loneliest teacher in her prairie town can send for help on those problems which loom so large to her.

But whatever the ultimate future holds for us, our immediate future for at least two days is pretty clearly mapped out. May they be two days of thought transfusions which will give us new vitality in the time of our scattering to think, to work, to serve, to grow, to carry on.

THE HUDSON, ITS LEGENDS AND ITS LORE

(Continued from page 29)

Nicholas" from AMERICAN MYTHS AND LEGENDS.

All that has been suggested is but a hint as to possible ways of departure but, penetrated as these legends are with the spirit of the region they portray, any effort to make them thrive will bring its own reward.

Books Referred to in This Article

- Irving. DOLPH HEYLIGER. Heath, \$0.64.
 Irving. KNICKERBOCKER'S HISTORY OF NEW YORK. Illustrated by James Daugherty. Doubleday, \$3.50.
 Irving. LEGEND OF SLEEPY HOLLOW. Illustrated by Arthur Rackham. McKay, \$2.50.
 Irving. RIP VAN WINKLE. Illustrated by N. C. Wyeth. McKay, \$2.50.
 Irving. RIP VAN WINKLE, AND THE LEGEND OF SLEEPY HOLLOW. Illustrated by Eric Pape. Macmillan, \$1.75.
 Lütkenhaus & Knox. STORY AND PLAY READERS, v. 3. Century, \$0.85.
 Moore. NICHOLAS. Putnam, \$2.00.
 Skinner. AMERICAN MYTHS AND LEGENDS, 2v. Lippincott, \$3.50.
 Skinner. MYTHS AND LEGENDS OF OUR OWN LAND, 2v. Lippincott, \$3.00.

Capitalizing Sixth-Grade Energy

MRS. BLANCHE M. GOODWIN

Glendale, Ohio

WHEN school began last fall, I looked at my new group of sixth-grade boys and girls with some misgivings. So full of energy were they that class and schoolroom regulations seemed but ineffectual stoppers for their continually effervescing personalities. Surely here were reserve funds for me to capitalize on and turn into wealth for the children themselves—resources that could enrich their lives, develop character, and multiply their good times. But would they let me use this reserve? Would they think the effort worth while in a mere English class? If we could get the same viewpoint, and, having the same interests, work together, all might be well.

To give them my perspective they must first climb my little mountain peak and look across the months, as I was looking, at the requirements for a year of sixth-grade English. This they did. Then they took their notebooks and jotted down in outline what they had found. The next step must be an exploring one to take stock of themselves. So they wrote a short story of one vacation experience.

"English is my worst study," said Clayton. "It just seems like I can't get it."

And when the papers were handed in I was about convinced that English was the "worst study" for most of the group. But we listed weaknesses and difficulties, and the children began to look for sources of help and information. Here was a use for textbooks; the children checked in the index and table of contents every topic that bore on their own needs.

So far so good. But what difference did it really make whether they used many *and's* or none, periods or capitals, and what use were parts of speech anyway?

These were legitimate questions, and I set them to finding their own answers. Many oral reports the first few weeks showed them why one child's story was better than another's. Much blackboard work revealed the importance of capitals, punctuation, and correct spelling.

On laboratory days the boys and girls brought newspapers to class and studied their make-up as well as the various kinds of stories that constitute news. This study was stimulating and stirred their imaginations. They found that a news story must be timely, accurate, interesting, and it must be correctly written. The qualifications of a good reporter were unfolded before them. With this knowledge came greater appreciation of the English language, for they saw that one word can make a picture, or one brief sentence tell the whole story.

But who determined what was correct English? That question involved some research. When a copy of the style sheet used by one of the best-edited papers in southeastern Ohio was sent to the class, their questions as to correct and up-to-date usage were happily settled.

The boys and girls had their own perspective now; the year's requirements seemed worthwhile, for they would be editors and reporters. Each one enjoyed the prospect of seeing himself in print. The class artists were already at work upon suitable illustrations for the first issue; the editorial staff was selected, and a name for the paper. I was apparently the only one holding back. A paper would be fun; it would also be lots of hard work. It must be their own, not mine; it must be produced by the efforts of the whole group, not of a half dozen students. Moreover, the majority were still woefully behind

sixth-grade standards. But, although we seemed to be holding back, our work took us steadily toward the establishment of a class paper.

The oral work was especially helpful, as they needed to learn to think quickly, as well as to make their reports interesting. And they were praised when they acquired "terminal facilities" in their sentences! The ten-minute morning inspection period provided daily written drill, when, in addition to the weather report, the pupils recorded in their notebooks the most interesting news items brought to class. Originality as to form was encouraged. The notes could be in rhyme. They could be written as "lead" sentences, or merely headlines. But the work must be neat and correct. Once a week the notes were inspected and corrected.

Letter writing is a popular form of self expression. My children were wary, seeing it only as an "English project." But we wrote some letters, nevertheless, principally to out-of-town or sick classmates. Usually letter writing was announced at the close of an interesting lesson when their response was sure to be more spontaneous. Again, originality was stressed, and careful work. They tried to make the first draft of the letter acceptable for mailing. I corrected these letters during the period and read interesting bits aloud. A half hour usually sufficed, although frequently I would find some in their seats after school working to produce a better copy. So much effort inevitably produced results. Accordingly, when Harold said, "When are we going to start that newspaper?" I replied, "Now."

Eventually the first issue of the "Glen-dale Bugler" appeared. From the first I held them responsible for accurate copy, correctly written. Each group of reporters found its assignment on the blackboard and handed in copy to its particular editor. This editor read the stories, accepted or rejected them. Rewritten copy was checked by the class adviser and editorial staff, who also

served as proof readers. The dummy sheet was made up without my supervision. Necessary typing was done out of class without charge. The children were responsible for the work on the ditto machine, clipping the papers and distributing them. Many latent talents came to light during these times. The papers sold for two cents to cover the cost of the paper used.

While primarily the subject matter was sixth-grade news, experiences of the boys and girls, reports of their studies and classroom activities, the sports page included events that concerned the entire school. One sheet was reserved for reports from the lower grades. The smaller children were thrilled to be written up, and I was building for future journalists. My own group grew more and more critical of their work and their paper.

Room six was a buzzing hive of industry these busy days; each subject had a program of its own to be carried out, and nothing could be neglected. For such reasons our paper appeared only once a month. At the same time the pupils were reaching out toward greater exploits.

Their first feeling of confidence in creative achievement came after their Thanksgiving play. Each one chose his own part, fitting himself into the pageant as seemed most appropriate. Really it was a history review. However, for enthusiasm, guttural English, and a bristling display of guns, I suppose it could hardly be equalled. The Christmas play was harder, for it had to be entirely imaginative; but feeling that they had already achieved something unusual (I think it must have been because they had such a good time producing the first playlet) they attacked the new proposition with eagerness. Again this was a class project, the inspiration of the moment suggesting the correct dialogue or action for the characters.

The little song which they produced some time later called for more intensive effort; but as before, the entire class participated. With the enthusiastic cooperation of their

music instructor, they achieved three simple stanzas and a "peppy" chorus. The song was dedicated to the Glendale Parent-Teacher Association and sung as a surprise at their last meeting, jews harps and harmonicas furnishing the accompaniment.

One more effort and our year would be complete. This had been no cut and dried program for the boys and girls. Stumblingly yet steadily they had gone forward, adventuring gladly into the paths that seemed to open up for them. Their class pin bore on its green and white shield the letters B. E. C. The "Better English Club" had endeavored to become "Better Every-Day Citizens." As such they had something worth remembering. Thus the story of the room and the year's work went into a book, and "B. E. C. Adventurers" was added to our library. There were as many chapters as there were students in the room. Each story was autobiographical, usually three paragraphs in length. The first paragraph recorded some incident of babyhood, the second related some occurrence within memory, while the third dealt with a recent experience. Many and varied were the

titles considered. They were hard to suit, these critical boys and girls. The final copy was made on egg-shell paper, folded in half and illuminated with conventional designs and borders originated in their art classes. The art teacher cooperated most loyally, suggesting the style of book binding, and showing how to apply the cover design drawn by one of the boys. An afternoon of photographing provided snapshots for illustrations, supplementing pen-and-ink sketches by our artists. Space was allowed for the year's most interesting achievements. As in every other effort, the entire class worked and worked hard, producing at length a very attractive book, substantially bound with raffia.

It was interesting to me to watch the children handle their book. They seemed amazed at it; yet it was their own creation. I felt honored that they had dedicated it and given it to me, these boys and girls, who, alert and responsive, had gone willingly with me into new paths and untried ways and had loyally tried to do the things that were "lovely and of good report."

NEWSPAPER READING HABITS

(Continued from page 36)

3. Among the few who read the HIBBING TRIBUNE and the CHRISTIAN SCIENCE MONITOR the front page holds a slightly greater interest than sport news.

4. Interest in advertisements is negligible except in the case of the home paper. Twenty-nine per cent of the HIBBING DAILY TRIBUNE readers read "ads."

5. Editorials are almost totally neglected by young adolescents, but the editorials in the local paper get a larger percentage of readers than Duluth and Minneapolis editorials.

6. The majority of those using the library's newspapers do not spend more than ten minutes on a paper.

7. The local paper does not interest as many pupils as the larger city papers do.

Now it is hoped that some sociologist may be able to assist in estimating the influence and social value of reading sport news, various types of cartoons, and "other items."

Statistics used in making the table were gathered during 19 school days, March 4 to April 2, 1929, inclusive.

Editorials

Council Officers

At its meeting in Kansas City, November 28-30, 1929, the National Council of Teachers of English elected the following officers to serve for one year:

President—Ruth Mary Weeks, Kansas City, Missouri

First Vice-President—O. B. Sperlin, University of Washington

Second Vice-President—Henry Grady Owens, High Point, North Carolina

Secretary-Treasurer—W. W. Hatfield, Chicago, Illinois

Auditor—Carrie Belle Parks, Indiana, Pennsylvania.

These officers, together with Rewey Belle Inglis and C. C. Fries, constitute the Executive Committee. Miss Inglis is a member of the Executive Committee for two years, and Dr. Fries, for one year.

Official headquarters for membership in the Elementary Division are the offices of THE ELEMENTARY ENGLISH REVIEW, 4070 Vicksburg Avenue, Detroit, Michigan. All membership fees should be sent to this address.

The next annual meeting will be held in Cleveland, Ohio, during the Thanksgiving recess.

Program for the Elementary Division

At the conclusion of the Saturday morning meeting of the Elementary Division of the National Council of Teachers of English at Kansas City, November 30, 1929, the Chairman, Miss Frances Dearborn, called a conference of members of the Committee on Elementary School English, and enrolled members of the Elementary Division. Only a few persons remained because of the delegates attending the meeting only a small number were definitely enrolled for elementary membership. Those who remained constituted a majority of elementary members in Kansas City.

At this conference, the following plans for programs next year were discussed.

Miss Dearborn and Mr. C. C. Certain were asked to make more definite formulation of the plans for presentation to members of the division and for further consideration and agreement by the Committee on Elementary School English. Details are being worked out and will be reported in The Elementary English Review at a future date.

At the next annual meeting of the Council, November, 1930, the following plan of organization should be carried out:

1. Program and business meeting, Saturday morning, November 29. This program should be prepared by Miss Frances Dearborn, Chairman of the Committee on Elementary School English.

Topic: The Course of Study in Elementary School English Based Upon Children's Interests—Grades 1-8.

2. Recommendation for a joint meeting of the Elementary Division with the Normal School Section—Friday afternoon, November 28. This program should be prepared by a committee.

Topic: Criteria for the Organization of Professionalized Courses in the English Curricula of Teacher-Training Institutions.

3. Open meeting of the Committee on Elementary School English. Luncheon, Friday, November 28.

Topic: The Recreational Reading Lists for Elementary School English—Grades 1-8 inclusive.

5. In order to tie up the general interest of the Council with the interest of the Elementary Division, a speaker of national prominence as an authority either on children's literature or elementary school English should be secured.

It was recommended that steps be taken to arrange for a joint meeting with the Department of Elementary School Principals of the National Education Association.

It was later decided that the Chairman should be assisted by sub-committees in the final arrangements of the programs. A sub-committee should be appointed for each program.

Reviews and Abstracts

CLEARING WEATHER. By Cornelia Meigs.

With illustrations by Frank Dobias.

Little, Brown, 1928.

A novel but rather unrealistic story of a brave and determined youth who, stirred to patriotism by the democratic idealism of a young Frenchman, resolutely faces a difficult situation during those trying times immediately following the American Revolution and provides much needed employment for a whole town of loyal Massachusetts ship builders.

The reader adventures aboard the beautiful and staunch ship *Jocasta*, which carries the fortunes of the entire town of Branscomb, to many strange lands and there finds exciting entertainment provided by cunning Tories, treacherous Indians, and fiendish Chinese pirates.

"That certainly is a fine way to serve your country—by building a ship and then sailing it around the world, trading with strange countries and everything. I should like to command a ship and fight Indians and pirates like Michael did," enthusiastically commented Bobby upon completing the story of the two youthful friends who together, against great adversities, carried out the building and launching of the American trading vessel.

The entire story is based on patriotism and adventure—those two things that never fail to kindle the fire of youthful desire and imagination, sending them soaring into that mysterious beckoning world of the future.

Myrtle Postema.

IF YOU WANT TO FLY. By Alexander Klemin.

Dick had not the remotest notion that I had an axe to grind when I called him. His eyes danced, and the smile which started very politely and deferentially became a grin that somehow released a husky "Gee!" For Dick likes aviation stories better than any other, and here was IF YOU WANT TO FLY streaming across the book jacket in bright green letters—to say nothing of "a couple of airplanes" in flight. The added information that it was "the Boys' Book of Aviation," and that the author, Alexander Klemin, carried the dignified title of Professor of Aeronautics, Daniel Guggenheim School of Aeronautics, New York University, could hardly be expected to impress a twelve-year-old with its importance.

On the strength of the grin, however, I dared put a curb on his eagerness to handle the book and immediately plunge into its depths, with "What do you think it will be like?"

His opinion—"It looks likagoobookalri" hustled itself out of the way for the more important business at hand. "May I read it?" No misunderstanding that distinctly uttered question!

My only stipulation was that he glance through the book—its table of contents and illustrations—and tell me what he thought of it before he took it home. Five minutes later, his grin still paramount, the sparkle in his eyes greater by way of added wonder, Dick laid the book on my desk, open at a diagram of an airplane in flight. "This shows how the airplane flies fast, and,"

—turning a page, "here's how it's raised when it flies slowly." (I must see another illustration.) "Just look at that engine! And here's the rear view and the instrument board. Say, it just tells *everything* about an airplane—lift and stability and landing gear and—and—(technical terms for the time forgotten) *everything* about the mechanism. I bet I can read that tonight, if you let me take it home."

The desired consent obtained, Dick tucked the book securely under his arm and marched off with the same expectant expression I have seen at children's parties just as the refreshments appear. Judge how satisfying the refreshments proved to be from Dick's remark when he returned the book the following morning: "Say, if I read a couple more books like that I won't have to take a course in flying!"

I had wondered if I might believe the book reviewers' talk of "clarity of style," "sound information," "high interest" and "no better book on the subject." And Dick had ground my axe better than he could ever realize. For he had put such a keen edge on my curiosity I was forced to read the book myself, thereby proving that the reviewer who said, "The book should have an adult following" was no idle prater.

Ella E. Markle.

BARE HANDS. By Hawthorne Daniel.

Coward McCann, 1929.

Say, fellows, if you want to read a good book, read BARE HANDS by Daniel.

Ted Bing, a boy of sixteen, who was seeking adventure and romance, sat at the wheel of the "Thistledown," a small yacht, as she plowed her way slowly along in the light breeze. Her course was directed along the Aleutian Chain, that long neck of islands which nearly connects Alaska with Asia.

"Wish something exciting would happen," grumbled Ted.

Mr. Parker, a thin pale man who wore spectacles, appeared on deck. After peering through a pair of field glasses, he said, "Theodore, how would you like to land on that island?" (He always called Ted by his full name much to the boy's disgust.)

"Don't look very interesting to me," replied Ted listlessly.

The yacht slid silently into the small harbor and dropped anchor. They lowered a boat and rowed ashore. After making fast they began to walk over the small hill near the beach but, as they reached the other side, they met a band of Aleuts armed with rifles. Mr. Bing didn't like their looks, for the Coast Guard had told him of Kiska Joe and his gang of seal poachers, so he said to his three companions, "Come on. Let's go back to the yacht." They were captured by the Aleuts and, after many disagreeable adventures, were marooned on a lonely island five hundred miles away from civilization. The Aleut who was marooned with them told them that the island was called Devil Island and they were willing to agree to the name when blood-curdling cries were heard at intervals, things dis-

appeared strangely, and a picture of an eagle (the Aleut sign meaning death) appeared on a rock near their cave.

Their problem was how to reach civilization again. Their only resources were brains, iron ore, trees, rabbit skins, and seals. You will be interested to find out how they made use of these resources and you will also wonder if they really did escape from the island.

Boys, and girls, too, from eleven to fifteen, will find this a fascinating book full of the interesting adventures of these four Robinson Crusoes.

*George Allured and Joe Mason,
7B, Ferris School, Highland Park, Mich.*

PHONETIC DIAGRAMS of Organs of Speech for all English Vowels and Consonants. By Katherine Goetzinger, 503 W. 121st St., New York City. Published by the author, 1929.

A helpful device for teaching accurate pronunciation comes from New York City in the form of phonetic charts, constructed by Miss Katherine Goetzinger. The charts show diagrams of the organs of speech for all the English vowels

and consonants. This device will be welcomed by teachers interested in promoting correct enunciation, for it does away with the necessity of the pupil's attempting to produce spoken sounds by imitating the teacher.

Diagrams show the exact position of the tongue and lips for every sound in the English language. Each sound is illustrated by a word containing it, both in phonetic and orthographic form. The phonetic symbols used are those adopted by the International Phonetics Association. There are no "five varieties of the letter a" as in spelling; one of these phonetic symbols always represents the same sound, not only for English, but for all languages. Thus foreigners can readily understand English sounds, and with the aid of Miss Goetzinger's diagrams can articulate these sounds correctly. The phonetic symbols are transliterated in a key to the charts so that anyone, even those who have had no phonetic training, can understand them.

These charts should be welcomed by all teachers and students of oral English, especially by teachers of foreign students and foreigners learning the English language.

SOCIAL INDIVIDUALIZATION

(Continued from page 34)

RECITATION SHEET FOR UNIT I, LESSON 3: LETTER WRITING

Name Score

Directions:

Open your grammar book to Lesson 37A, page 86. This will be a self-testing drill.

When you have finished, ask the instructor for a check sheet. After you have finished checking, you may list the lessons in your text that will help you to avoid making the mistakes of today in future work. Use the back of your paper. If you cannot locate the mistakes ask the instructor for help.

UNIT I: MAKING A GOOD START: TEST I

Taken by Date Mark

Instructions:

Answer the following questions by either *yes* or *no*. Number your answers to correspond to the question.

Questions:

1. Does a period follow the title?
2. Does a verb ever have more than one word?
3. Is *do* a verb?
4. Are *able* or *good* or *sure* verbs?
5. In the sentence, *Ned will be up soon*, is *be* the verb?

6. In *Ducks are not seen in winter*, is *are not seen* the verb?
7. May a verb have three words?
8. Do we ever find the subject of a verb by asking *who* or *what*?
9. In the sentence, *He must have climbed up by a ladder*, is the verb *must have climbed*?
10. Is it a good plan to learn to spell a new word by associating it with a word you already know?
11. Do you use a semicolon after the salutation of a friendly letter?
12. Do you use block form when using pen?
13. Does the date stand first in the heading?
14. The name of the person who writes the letter is the signature.
15. In a typewritten letter the signature must be written with a pen.
16. Is *When we were very young* a sentence?
17. Is *Come when I call*, a sentence?
18. May a sentence have more than one verb?
19. Should the subject of a sentence always stand before the verb?
20. Can you use what you know about verbs in making better sentences?